DOCUMENT RESUME

ED 038 534 VT 010 871

TITLE	Industry and Education, Study No. 2/Partnerships: "Partnership" High Schools: The Search for New Ways to Cooperate.
INSTITUTION	Institute for Educational Development, New York, N.Y.
PUB DATE	Oct 69
NOTE	63p.
AVAILABLE FROM	Institute for Educational Development, 52 Vanderbilt Avenue, New York, New York 10017 ($1.00)
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.25
DESCRIPTORS	*Cooperative Education, *Cooperative Programs, *Educational Development, *High Schools, Program Planning, Relevance (Education), School Community Programs, *School Industry Relationship

ABSTRACT

A new phenomenon in American education is the working relaticnship of "high school partnerships." These committments between a corporation and an urban school pledge cooperation over a period of years in an organized group of projects intended to improve education and benefit the students. To determine the problems, risks, and potentials of high school partnership programs, representatives of 10 partnership programs were interviewed and completed questionnaires. Although it is too soon to expect conclusive evaluation of the partnership programs, some patterns have emerged which should prove valuable to future associations. This report covers: (1) history of the cooperative school, (2) what partnerships are, (3) what happens to a partnership, (4) how to start a partnership, (5) evaluation of program, and (6) some preliminary conclusions. A summary of projects in 30 partnerships, catalog of companies and schools, a company's agreement, a partnership plan, methods of study, an interview guide, and a sample questionnaire are appended. (GR)

ED038534

INDUSTRY AND EDUCATION

STUDY NO. 2/PARTNERSHIPS

"Partnership" High Schools: The Search for New Ways to Cooperate

VT010871

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

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E D U C A T I O N

STUDY No. 2/ PARTNERSHIPS

"Partnership" High Schools: The Search For New Ways to Cooperate

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

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PREFACE

The phenomenon of rising interest and concern in the business community toward the public schools of America is being studied closely by the Institute for Educational Development especially in large cities. As a nonprofit research and development corporation we are committed to facilitating the relationships between industry, government, and education.

The deep problems affecting inner city schools are being viewed more and more as symptoms of social and economic conditions beyond the capacity of the schools alone to resolve. Enlightened business leaders, probably motivated in part by self-interest and certainly in large part by a spirit of community responsibility, are searching for ways to help the schools. We hope to assist both parties in finding appropriate and constructive channels for uniting their talents and resources for the improvement of inner city education.

This study is the second in a series published by IED. Other studies will follow as programs are identified and mature to a point where they may be examined profitably by business leaders and school administrators nationally.

It is our intention to produce brief, informative accounts of industry-education relationships, including some that have been less than wholly successful in the eyes of the participants. From these studies, we hope to stimulate and guide both parties, the schools and industry, toward increasingly effective partnership.

S. P. Marland, Jr.
President
Institute for Educational Development

ACKNOWLEDGMENTS

In the course of this study we have addressed questions to people with many kinds of interests and backgrounds, including students, teachers, principals, superintendents, parents, community leaders, and top and middle executives in large corporations. We have paid close attention to the replies of the middle management businessmen who have carried chief responsibility, so far, in most of the high school partnerships.

It is impossible here to spell out thanks individually to all of those who have tried to help us understand and interpret correctly the events and situations in which they have been living and working. For most of them applause would be more fitting than thanks.

I want to mention special appreciation for the aid of two members of the IED staff, Louisa Messolonghites and Carol Aslanian, both of whom helped in the interview phase, in analysis of responses and editorial preparation. In addition, Mrs. Aslanian has contributed valuable judgments based upon her experience in partnership high schools in New York City.

Grateful acknowledgment is made for assistance received from Sears Roebuck and Company toward costs of printing this publication.

Donald E. Barnes
Vice President
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October, 1969

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INTRODUCTION

In a little more than 18 months, something new has appeared in American education generally known, at least for the time being, as "high school partnerships". Other names and sometimes no names have been attached to the phenomenon, which now consist of more than 30 ventures with a common origin and similar attributes in over 20 cities and 19 states. More, perhaps many more of them, may be expected.

Despite their family likeness partnerships come in many varieties. They can be recognized by main points of resemblance which include: 1) an understanding or exchange of commitments, 2) between representatives of a corporation and an urban school, usually a high school, 3) to the effect that they will try to cooperate over a period of years, 4) in an organized group of projects intended to improve education in the school, 5) for the benefit of the students.

The Detroit Story

Before the smoke had cleared from the skies of Detroit following the summer riots of 1967, Edward N. Hodges III, general employment supervisor for Michigan Bell Telephone Company, began an outline of possible projects for building a new Detroit. His suggestions had been sought by William M. Day, board chairman of Michigan Bell.

High on Hodges' list was the "need to reach juveniles and young adults. . .cut off from the mainstream of life with no hope, no future and, in many instances, no feeling of social conscience." Among the

possible measures which he outlined was the "adoption" (quotation marks his) of an entire school by a single company. At that time he did not elaborate on the suggestion.

A period of soul-searching and intensive study on the part of Detroit's civic leaders produced several large action-programs in that autumn and winter. The best known and most widely imitated idea to emerge from the effort was Ed Hodges' suggestion of a new kind of relationship between a corporation and an inner city high school.

When the proposal reached Dr. Norman Drachler superintendent of schools, a quick and favorable response was forthcoming. On October 24, 1967 an agreement between Detroit's public schools and Michigan Bell was announced. Northern High School, on Woodward Avenue in the heart of the Northside ghetto, had been "adopted".

Little more than a month later Chrysler Corporation announced completion of negotiations with the Detroit Board of Education for a "partnership" arrangement with Northwestern High School to "help students to perceive the relationship between what happens in school and what awaits them in our complex technological society." The understanding with the Board of Education went on to say, "There is every reason to anticipate that this joint effort will result in higher aspirations and achievement among Northwestern students." (See Appendix, p. 44).

And within a few weeks Illinois Bell announced that its BEACON program would include similar arrangements with two high schools and an elementary school, all within impacted poverty areas of Chicago.

Going Nationwide

Nearly every month thereafter has brought news of one or several new partnerships. Newark, New Orleans, Pittsburgh, Hartford, Minneapolis, Milwaukee, Atlanta, Albany, Miami, St. Louis, Cincinnati, San Jose, Indianapolis, Charlotte, Oakland, Jacksonville, Charleston, Wilmington, Philadelphia and most recently New York City and Los Angeles - all are numbered among the cities in which partnerships of one kind or another have been organized in the meantime. Some of them have been operating quietly and without publicity. Some of them came into being gradually, via informal, on-the-scene understandings.

It is especially interesting that many of these ventures, at least 19 of them at this writing, have been initiated by affiliates of American Telephone & Telegraph Company apparently as a result of similar estimates of local needs and opportunities by related companies in cities widely separated by geography, history, and economic characteristics. Other companies and combines which have made commitments to a partnership include Chrysler Corporation and Boron Oil Company, Aetna Life and Casualty, Kaiser Industries, Proctor & Gamble (with General Electric, Avco, Ford and others), Quaker Oats Company, Minneapolis Honeywell, Inc., General Mills, Inc. Boeing-Vertol Division, E. I. du Pont de Nemours & Company and the Economic Development Council of New York City, an agency representing more than 80 member corporations.

The phenomenon, then, amounts to a wave of informal experiments, conducted nationwide yet locally inspired and controlled, searching for and testing new and improved relationships between industry and public education in American cities.

Purpose

This report will describe the general nature of the so-called partnership movement during its formative stages. Some of the problems, risks and potentials will be discussed.

Most of the information on which this report is based was obtained by interviews and by a survey in which a questionnaire was administered to representatives of 10 partnerships. (See Appendix, p. 55).

Although it appears to be too early for conclusive evaluation of any of the partnerships or their programs, several patterns seem to have emerged and many of the participants feel that what they have learned will prove valuable to future partnerships in other schools, cities, and companies. (See Preliminary Conclusions, p. 28).

This report, therefore, speaks primarily to people considering or actually attempting the organization of new partnerships.

Points of View

One of the central ideas suggested by recent happenings in the cities is that many points-of-view now demand a chance for expression in urban high schools. More kinds of interests are at stake than simply those of educators and businessmen. Nevertheless, it is an important fact that in all present partnerships, with very few exceptions, the initial impetus to organize came from the business or civic community.

Businessmen often have much more to learn about ghetto high schools than educators and students. They are venturing farther afield and are taking unaccustomed risks which sometimes appear to be only distantly related to the nature and purposes of their corporations. In a sense, it is fair to say that business people have more to lose in such ventures than the people of the schools and city government.

For these reasons special emphasis will be given in this report to the points-of-view of business representatives and to the experiences which they feel they have gained in the early stages of partnerships.

A LITTLE HISTORY

In school districts throughout the land industry-education cooperation has been happening for a long time with relatively little fanfare, hence partnerships should be seen as one of the recent expressions and extensions of a complicated and durable process. Traditionally that process took place within the realm of aid to students in selecting and preparing for a vocation.

The need for skilled manpower in rapidly growing companies has helped to maintain their long-standing interest and readiness to assist in vocational training in the schools. But assistance along those lines is only part of the story.

The "Cooperative" School

Ideas for including regular, part-time employment in a "cooperative" curriculum were broached in 1906 by Dr. Herman Schneider, then president of the University of Cincinnati. Dr. Schneider later helped to set up combined work and study programs in 11 New York high schools, the first in the nation according to educators in that city. Percy and Jesse Straus of R. H. Macy & Co., Inc. helped to provide initial leadership to that pioneering program. Bernard F. Gimbel reportedly employed the first pair of cooperative students in 1915.

Work-study arrangements in one mix or another now are to be found in hundreds of big-city high schools. The John H. Patterson Cooperative High School in Dayton, Ohio, for example, has operated continuously (and proudly) on work-study principles for more than 50 years.

Traditional Help to the Schools

Since World War II nearly every urban high school in the country has participated in joint projects with business firms. The traditional relationships include a stream of assistance, usually received from several companies at once. The largesse they provide includes films, books and other supplementary curricular materials, field trips to industrial plants and offices, lectures on career opportunities, student prizes, gifts of laboratory and shop equipment, part-time employment arrangements for students, scholarships, and

variations on similar themes. The schools may continue to need the conventional kinds of help.

The Search for New and Better Ways

Perhaps the best meaning that can be found in the movement to set up partnership schools is that businessmen and educators are trying to discover ways of working together that are more fundamental and efficient than their traditional patterns of cooperation. The old ways, they seem to agree, are no longer enough.

The search is localized, each city to its own needs, and its own special resources. Partnerships are one of the signs that industry and education have begun joint exploration of the needs of the schools in the inner city.

In announcing Chrysler's commitment to a partnership, Board Chairman Lynn Townsend emphasized both the seriousness and the exploratory nature of his company's concern for critical social problems in Detroit. "If one approach doesn't work, we'll experiment with others," Townsend said. "We shall try every possible alternative until we find the right way to get a job done."

The presumed duration of the commitments which companies are making to partnerships is interesting. Representatives of 20 companies responded to the survey question, "How long do you expect your company's commitment to last?" Only two replied, "Don't know." One said that it "depends on results." Ten said, "Indefinitely," and the rest ranged from "Permanent" to "Three years."

WHY PARTNERSHIPS?

"The force which is propelling industry into this involvement is the deterioration of the cities," according to Thomas A. Kitto, a Minneapolis teacher and key member of the task force which planned a partnership with Honeywell and General Mills.

Underlying the partnership movement is an assumption that the future of the cities depends upon the schools, and further that school systems are staggering under the combined weight of all the urban problems.

"The schools by themselves cannot handle some of the pressures they now face," observes Murray A. Cohn, principal of a 5,600 student high school (Brandeis) in New York City. "Certainly, we need the corporations in this school. To deal with things like drugs," he warns,"the whole society may have to help the schools."

Some more explicit reasons why businessmen have proposed partnerships may be found in the remarks of James W. Cook, president of Illinois Bell, as he explained in 1968 that his company's new pact with Crane and Simeon High Schools in Chicago "represents a commitment. . .quite different from what most companies have previously known."

"We know that the schools need help," he stressed. "We know that we need more and better trained workers."

"In a nutshell, we simply want to help," he declared. That motivation, the desire simply to be helpful to an urban school system, seems to be a moving force in many companies.

Two other now more familiar themes were named by Mr. Cook. First, "If the idea has merit, we hope other businesses will offer to enter into

similar partnerships." That tended to classify the first round of partnerships as demonstration projects. Then he stated the hope that businessmen could help school staffs "to improve educational quality," which seems to be one of the objectives now for many of the companies which have committed themselves to partnerships. Very few public statements, however, have specified the criteria for "educational quality."

WHAT PARTNERSHIPS ARE, PERHAPS

Unspoken intentions and goals seem to have led businessmen and educators to speak of their undertakings as partnerships: "Let us seek agreement; let's work together and trust each other; let's share the risks and the problems in trying to improve education." To try to understand where this wave of undertakings may be headed, however, it is important to look both at what they are and what they are not.

The Name Game

Some of the ventures treated in this study have taken pains to avoid the partnership label. For good reason they wonder whether it is a misnomer. In Pittsburgh, for example, Pennsylvania Bell and Fifth Avenue High School refer to their joint effort as an "arrangement." Quaker Oats and David Glasgow Farragut High School in Chicago are simply "sharing resources." Kaiser Industries and McClymonds High School in Oakland are pooling efforts in a large-scale and nameless experiment. One major

company asked for incognito treatment in this study so as to protect the early stages of its understanding with a local school.

Hence the term partnership seems to be an attempt to convey the good will of the people involved, and it appears to be used most of the time in a figurative sense.

A School is a School

In more settled and comfortable times, everybody knew what a school was, viz., a building operated by the Board of Education, an environment in which instruction was provided by professionals and through which persevering children, and adults in some cases, were privileged to pass. Now new definitions seems to be worth considering.

An urban high school, for example, may be viewed as a complex social system in which numerous typed of participants cooperate and contend. Each type tries to advance its own interests. The participants often dispute the merits of the system, bargain for power, and negotiate new rules for the operation and governance of the system. Here and there, the police or the National Guard may try to quiet some of the participants or attempt to enforce a hotly contested rule.

A school might even be called a community in its own right, made up of many constituent groups including factions from nearby neighborhoods, from the city at large, from the state, and sometimes from Washington, D.C.

Thus, there may be difficulty in speaking of a "school" as a "partner" until there is understanding and agreement as to what a school

is. Very much the same kinds of difficulty go with the words "industry," "community," and "city."

Participative Methods

Literal usage of the word partnership would bring up a host of vexing questions. Who, in that case, would be the partners and what groups would be excluded? The students? (They are essential to the idea of a school.) Parents? (They have a direct interest and sometimes are inclined to direct action.) The teachers' union? Non-union teachers? (The principals alone cannot run the schools.) Organizations representing minority groups? (In many inner city schools minorities are majority groups.) The city government? (Here may lie control of the school budget.) Businessmen? Their companies are big taxpayers, and increasingly society seems to expect them to employ the entire output of the schools, including both stay-ins and drop-outs.

Everybody, it seems, wants in the partnership act and many have good reason to be there.

In the partnerships of Brandeis and Monroe High Schools with the Economic Development Council of New York City, the parties decided to organize at the very outset so as to take into account the interests of many constituent groups related to their schools. The organizers agreed in their first conversation to withhold discussion of plans and programs for the proposed partnerships until a representive planning body could be organized

at each school. They deferred ultimate decisions as to whether the partnerships were feasible and desirable until such representative councils agreed on problems in the schools, named objectives, and prepared general plans. They intend to continue to consult "every group that cares about these schools," in a sense to seek "the consent of the governed," and to ask for suggestions and re-statements of needs and aspirations during the operation of their partnerships. (See Appendix, pp. 45-52).

Al Burke, associate director of the Los Angeles Urban Coalition, reports that each of the Los Angeles partnerships will have a community advisory group, probably made up of 15 to 20 people. He anticipates "a lot of dialogue," considering the broad range of interests the advisers will represent. The groups "may slow things down," Burke feels, until they get past the talking phase "and become more self-critical." Nevertheless he believes that the talking phase will be worthwhile, however time-consuming.

Although some of these ventures may be ahead of their time, their emphasis on participative methods may demonstrate sound processes for constructive change on a large scale in city high schools.

WHAT HAPPENS IN A PARTNERSHIP

Hundreds of projects have been initiated during the first months of the partnerships, and scores of new projects probably will be tried in the next year. In survey returns only two of 27 partnership high schools

were classified as "vocational," which means that projects are not confined to job preparation and job finding. In fact, they spread across the landscape of activities in a "comprehensive, "academic" or "general" high school. They range from cram courses in test-taking to prepare seniors for college board exams, to programs aimed at prevention of drug abuse. (A grouping and listing of projects is provided in the Appendix, p. 32).

Innovation, Anyone?

Despite the variety and multiplicity of projects, to this point, very few innovative activities have turned up within the partnership movement. Small work-study projects and other traditional activities such as job counselling and equipment loans tend to prevail.

To be sure, most of the partnerships are brand new, or in an early organizational phase. Nevertheless the perplexities in trying to invent new kinds of cooperation seem to have been underestimated in most of the partnerships. The very notion of partnerships may have been overestimated, and whether that notion stands up as a worthwhile innovation itself probably will depend on the strength and reach of the projects yet to be developed under partnership auspices.

Several of the partnerships now a year old report that they have not developed past the announcement stage, insofar as programs are concerned. The act of reaching an agreement to cooperate did not solve the problem of what to do next. For them and for everyone the burden of inventing efficient ways to bring on bona fide improvements in urban institutions will remain heavy and will not be moved easily.

It may be asserted that under the best circumstances the creation of anything at once novel and valuable takes patience, and usually comes to pass through fortunate combinations of time, persons, place, and method. One of the more promising aspects of the partnerships is that they are providing a new milieu, an environment of expectancy, in which improvements to education may be more likely to occur. Many educators bow to no one in their impatience and dissatisfaction with results being obtained in urban schools. Perhaps the people from industry will ask oblique and provocative questions, as one of them remarked, "because we don't know any better." The mix of unfamiliar people and styles may yield strangely clear and new perspectives, then one or more of the partnerships may step through the looking-glass into the land of innovation. If that happens, many others will follow hard after.

Hostility

In an address in Washington during July, 1969, Prof. James A. Kelly, representing the Urban Coalition, noted, "Significant portions of urban school clientele groups are obviously losing confidence in educators and in the institution of public education." He pointed out that "many urban high schools lock their students in the building, have police patrol the halls, ans still cannot avoid recurrent violence and uncontrolled absenteeism."

Then Dr. Kelly asked whether any school can operate effectively, or whether education has a chance to take place, when the feelings of many students and parents toward the school and its staff have degenerated into hostility.

According to some of those interviewed in the course of this study, one of the things which might happen in a partnership school is that hostility levels could be lowered. It makes an hypothesis worth testing, and it is an important objective, overt or implied, in several partnerships now under way.

By what means might hostility be lowered? The methods used for organizing and operating the partnership suggest one answer. As pointed out by Paul Busse, executive vice president of Economic Development Council of New York City, "Process seems to be the very nature of these partnerships. The method is the message, and the key word is participation."

This suggests that a participative planning process, for example, can make the resulting program truly the property of the planners, and such a proprietary interest may encourage otherwise hostile persons and groups to espouse and defend their own handiwork. They may be moved to feelings of belonging and loyalty to a larger group, feelings which might be very hard to arouse by other means.

Many of the projects now going on in partnerships are meant primarily to show disaffected students that the world outside the school and away from the ghetto, incredible as it may seem, shares the desire of teachers to improve the schools. Many are meant also to show students reared in poverty that the non-school society wants them to have more education and more chances for better jobs.

All of those efforts, perhaps, can be classed as anti-hostility and pro-education measures.

The Idea of Relevance

People wear a good word threadbare, it seems, when a lot of them have reason to use it at about the same time. Partnerships, according to some of their spokesman, must help to make education relevant, a cause advocated in the same phrase by many educators in recent years. The whole importance of the statement depends, of course, on the answer to the question, "Relevant to what?"

Generally the idea of relevance argues that the curriculum and the "culture" of a school are out of touch with the rest of the world, or at any rate with the life that students will lead when they leave school. The argument often devolves upon educational policy, and partisans of the idea try to defend and advance utilitarian purposes for the schools.

In connection with partnerships, however, the idea of relevance seems to carry more precise and powerful meanings. It describes a student's-eye view.

A working hypothesis for some projects asks whether the sheer presence of full-time people from industry in a school -- as tutors, advisers, and job providers -- will help students make connection with their own working future. Will the example of these people and the getting-to-know process lead to exchanges of trust, increased confidence and motivation, and finally to higher achievement? Can the business practitioners bring new kinds of reality to the classrooms as a resource to teachers in the search for relevance?

Other projects ask the question, if students go to the offices and plants and talk with credible young adults who came to their jobs

from a similar background, will that help them make the connection? Or will money in the pocket, earned on the job in a work-study project, lead to motivation and achievement? If so, how might work-study programs expand from 5% of the student body to 50%?

These projects are not simple and easy, either for industry or the schools. And the questions which the partnerships are testing may turn out to have unexpected answers.

The World of Work

A guidance department memorandum at Miami Northwestern Senior High School explains, "The principle behind the 'Educational Partnership' is to help the students prepare for the world of work and to aid the faculty in enriching the education at Northwestern."

One of the first problems tackled by the partnerships was how to get students in touch with the non-student world, with the realities of preparing for employment, with the process of finding and landing a job, staying employed, and moving on through training to improved productivity and earning power. Most of the projects initiated for this purpose consist of arrangements for bringing students and teachers into offices and plants or arrangements for bringing people from industry into the schools. (See Appendix, pp. 32-38).

In contrast to that realm of increased earning power through increasing productivity, according to assumptions of the partnerships, is the land of irregular employment, unskilled labor, welfare, and poverty. There is the further assumption that what happens to a student in school

and college leads toward one or the other of these sharply contrasting worlds.

Astounding as it may seem, many students, possibly as many as one-half of the students in ghetto high schools, do not buy that version of things. Teachers and personnel specialists in the corporations say that students do not see these connections because they cannot imagine the world of work in a realistic way. They appear unable to imagine themselves living and working in a realistic way. They appear unable to imagine themselves living and working successfully in the post-school years. Many have good reason to mistrust the old and easy promise that "education opens all the doors."

The problem is that more than one-half of the students of inner-city populations drop out before graduating from high school, and one assumption is that they quit because they feel the school and the large society represented by the school have little relation to their past, present, or future lives. They do not themselves appear to "relate" at all.

More specific versions of irrelevance would cite students in vocational training using obsolete tools and trying to acquire skills unrelated to the demand in the employment market. The students may have limited chances for acceptance by a craft union. They may have been cut off long ago from the college-bound activities of the school. Some of them may have had no personal experience with people steadily employed at productive jobs in commerce and industry. They may have serious difficulty with reading and arithmetic, which tends to make classwork, homework, exams and most of what goes on at school a reiteration of

hopelessness. Under the circumstances they are poorly motivated to do better or even to stick it out.

The partnership projects aimed at relevance try to address some or all of these conditions.

The Megaphone Test

Several of the business people working in partnerships agree that a reliable criterion for detecting an unsuccessful project in advance is whether it smacks of charity. "The cheerleaders need new megaphones," goes therequest, "and it's only a little money." A reminder that corporations have a lot of money remains unspoken. Both sides condescend, and the partnership is in trouble.

Successful projects, on the other hand, make the clear, ringing sound of education and training, according to some of the business people experienced in school and industry cooperation. They say that students and the learning process tend to be taken seriously in such projects.

It is clear that quite a number of corporations welcomed the partnership idea on grounds that they have many resources in addition to money for helping with the mission of the schools. In their view, if a company confines its partnership contributions primarily to gifts of money and goods, the resulting projects may turn out to be indistinct and traditional in character, routinely admininstered, disproportionately small alongside projects funded from public sources, somewhat distant from the learning process or perhaps otherwise disappointing. The money may simply buy "more of the same." In looking at prospective projects

in this way, they are probably also bearing in mind that charity sometimes erodes the relationship of giver and recipient: the one expects increasing gratitude; the other looks for gifts of increasing size; and both may find dissatisfaction in the end.

Partnership representatives for 19 corporations responded to the question, "Do you feel your company is actually participating in the educational activities of the school?" All except three replied "Yes".

Costs

Detailed budgets of three partnerships were available for the purposes of this study. That information, when analyzed on a program basis and applied to the programs of other partnerships, permits fairly close estimation of costs in any or all of the partnerships.

The results are not surprising. If the costs of a partnership vary with the program, a company can regulate its costs through the influence it can exercise on the items in the program. It would be better to say, on the kinds of items (not necessarily the number of them) in the program.

Indirect costs are harder to estimate than direct outlays for items such as equipment needed by a school. Time costs for employees working in a partnership program can mount up quickly.

In the spring of 1969, for example, one company worked out a tutorial project for its partnership. In short order some 50 employees volunteered tutoring services on a released-time basis. In its trial run the project was quite well received and it is to be repeated. However,

if the tutors were to spend two hours per week at the school, plus two hours of travel-time, through a 34-week school year that project would run up 6,800 man-hours, and an average cost of $7.50 per man-hour would amount to a total of more than $50,000 for the year, excluding costs of management and supervision. That project nonetheless offers attractive possibilities for innovation and it may work a favorable influence on the growth and effectiveness of several other partnerships.

In perhaps one-half of the partnerships total costs in the first year probably were, or will be, under $75,000 each. Five or six corporate sponsors probably will incur total costs exceeding $150,000 each, and the rest will experience costs in the middle range. Out of 20 companies reporting, 18 expect that their partnership program will expand. For many of them, therefore, costs probably will rise in subsequent years.

HOW TO GET STARTED

It was noted earlier that in most cases the initial steps toward organizing partnerships have been taken by businessmen.

An invitation to form a partnership in one case was issued by a superintendent of schools (Cincinnati), and in another the idea grew out of joint work and conversation between a high school principal and a businessman (Pittsburgh). In Los Angeles a newspaper reporter apparently got the ball rolling, and in Hartford a group of Negro businessmen known as "High Noon" took the idea to Aetna.

The responses of educators to partnership invitations, according to businessmen surveyed, has been "enthusiastic" in a majority of the cases reported. The responses of five educators were described as "affirmative" and only one as "reluctant."

Getting Organized

Let us assume that a single company intends to form a partnership with one high school. How should the company and the school organize for the project? What seem to be the lessons in the starting up and operation of these ventures so far?

The principal may choose to establish an advisory committee consisting of representatives of the board of education, central staff, faculty, students, parents, community organizations, and business representatives.

Such an advisory committee might begin by analyzing the problems of the school. This could lead to the setting of objectives with corresponding procedures and projects. Business resources can be matched to the objectives and incorporated in the plans. Responsibilities can be fixed and schedules agreed upon. Priorities should be attached to objectives.

For the Honeywell partnership in Minneapolis, one of the first steps was assignment of the planning responsibilitiy to a task force consisting of three educators and three businessmen. In Philadelphia Boeing-Vertol tackled the planning job right through evaluation design as if the company were embarking on a full-scale production program.

Under the legal and administrative traditions of American education, responsibility for a school rests with the principal and for that reason he is equipped with extraordinary authority. Consequently, the principal is likely to be a key figure in every partnership.

In 17 existing partnerships the superintendent has made available to the principal of the school an extra staff member for the sole purpose of coordinating and expediting the partnership programs. Some of these people have the rank of department chairman or assistant principal. In eight cases the staff member has been assigned on a full-time basis.

Unless the board of education provides an extra staff member to the principal, as a coordinator and expediter of the partnership, decisions may be slow in coming, not because school principals are dilatory by nature, but because they are among the busiest people in the world.

The company might assign a full-time coordinator to the partnership in order to pinpoint responsibility within the company and provide a single responsible contact for school authorities. Ten companies have done this so far. Having a full-time man on the job gives credibility to the company's commitment and adds motivation to the job since the achievements of a full-time man tend to be measured in terms of the progress of the partnership.

It seems obvious that the talents of a company coordinator should include quickness in understanding and in making himself understood in dealings with professional and minority groups. His effectiveness with students may depend upon his belief in the importance of his company's productivity and of its value to the economic system and to

society. That suggests selection of a person with outstanding potential in the operating management of the company.

Through opinion appears to be divided here, it may be extremely important for the coordinator to have office space at the school, to be seen there often, and to be conveniently within reach of everybody concerned with the school. In one partnership the coordinator arranged for construction of an office in the school building through the use of movable partitions. In seven of 21 partnerships responding, the company coordinator maintains office space in the school building.

The officials of one company recommend involving as many corporate departments as possible in partnership activities. Volunteers to serve as tutors or as teachers of vocational courses, for example, should be sought throughout the company.

To insure companywide participation, a coordinating committee might be set up to evaluate proposals from a company standpoint, enlist employee volunteers, provide ideas, screen the budget, and assist in steering the program.

Some of the Risks

It is too early to prove from results what methods used at the outset are most likely to reduce risks and yield strong and productive partnerships. Although few companies so far have retained professional advisers, several of the businessmen who have lived through the process would strongly advise new companies on the scene to retain consultants to assist in getting their partnerships off to a running start.

Consultants familiar with urban schools may be able to anticipate risky situations and improve understanding of all parties. They can build bridges, so that both the schools and industry may benefit from their work.

Reaching a careful understanding with the superintendent of schools at the very beginning appears to be highly advisable. That should help to insure that the company is matched with a school and a principal suitable for a partnership venture. A school in seriously obsolete facilities, or in transition, or in the throes of jurisdictional or community disputes, might make a very high-risk site for the first partnership attempted by a company.

In at least three situations so far companies have found themselves matched to a school in such distress that maintenance of order preoccupies the people of the partnership. One businessmen observes, "Why take on the champ the first time you're in the ring?"

One of the prime risks in starting a partnership appears to lie in premature or excessive publicity. Promise of quick results may prove very hard to keep. Exuberant news releases may boomerang. Some of the present partnerships probably will expire quietly for reasons beyond the control of any single participant, and some of them may end under disappointing or embarrassing conditions, due to external causes.

The first partnership seriously threatened by an early demise now appears likely to recover. In mid-1969 Second Ward High School in Charlotte, N. C., was closed by a Federal court order unrelated to its partnership with Southern Bell Telephone and Telegraph Co. The students of Second Ward have been moved to other buildings, but even if the school does not reopen, quiet assurances have been exchanged by company and

school officials to the effect that somehow and somewhere in the district the partnership will resume operations.

One of the top risks to partnerships may be the passivity in the common request made by corporate officials to their counterparts in education, "Just tell us what you need in the school and what we can do to help, and we will try to take care of it." That well-meant, generous, and courteous position, on the strength of experience to date, makes an incomplete address to the problems at the beginning of a partnership. It sets the stage for charity. It puts the whole burden of innovation on the educators. It leads away from fair exchanges of commitments, and invites inaction.

On the other hand, the behavior of school administrators seems to demonstrate a surprising lack of fear of intrusive conduct on the part of businessmen. Representatives of 22 companies answered the survey question, "Do you feel that the school administration gives weight to your suggestions, and/or to those of other non-educators?" All except three replied "yes."

In the discussion of participative methods on the preceding pages, it was implied that unless all of the groups important to a school feel that their suggestions and criticisms carry weight, then the partnership will face loss of support. Its program in such cases may turn out to be listless, traditional, and limited in scope and impact. What is more serious, however, if ambitious objectives are laid down and new programs launched without consulting the main constituencies of the school, the partnership probably will come under attack from without and within.

THE MATTER OF EVALUATION

Educators long ago learned the importance (and the complexity) of trying to measure results obtained in an educational program: only by some form of evaluation can it be known whether a new way is better than the old one, and whether either is worth continuation.

The chief method of evaluation in business is accounting, which tries to make a model with numbers to approximate what actually happened while doing business over a stated period.

Likewise, evaluation of educational programs usually involves estimation of what really happened over a period of time. To do that in an orderly and convincing way, one must have a starting point and a knowledge of conditions at the outset against which comparisons can be made at a later date.

That is why responsible evaluation nearly always occurs according to a plan, and the plan nearly always has to be made at the beginning.

Most of the school partnerships are trying to keep in motion many projects at one time. A few of the projects may produce outstanding results, by contrast to those which will succeed in a modest way, or fail altogether. To try to match up causes and results, even if only approximately, each project probably will have to undergo evaluation separately, through the use of measures suitable to that project.

Questions as to suitability of instruments and methods for evaluation often require expert advice, and to find out what a partnership really accomplishes it may be necessary to retain professional consultants

on evaluation.

A major requirement in every attempt to evaluate is the credibility of the conclusions. For that reason self-evaluation often lays open to question the objectivity of findings.

Elaborate methods of evaluation which aim for precise measurements using techniques suitable to a laboratory may cost as much as the social programs which they try to assess.

Thus, it is well always to consider alternative methods which may be recommended by common sense and ingenuity. A home movie, for example, or video-tape sequences, or the report of simple observation by one or two experts may give a highly credible description of a partnership project. Certainly the systematic sampling of student and community judgments, not necessarily related to finite scores or scales, can be one of the valuable methods of evaluation.

PRELIMINARY CONCLUSIONS

It is too early to make firm judgments about the productivity and chances for survival of these school-cum-industry ventures for which the participants have not yet even found a satisfactory name. It is even too soon for most of them to render a progress report.

The foregoing pages have described a lot of hard work, mistakes, minor triumphs, risks taken, and lessons apparently learned by those who have placed the partnership movement in motion. The tentative conclusions which follow are based primarily on impressions and inferences gained

from a survey of 30 partnerships. They are provided primarily for the benefit of businessmen and educators who may be considering formation of partnerships in other cities and schools:

1. Every partnership seems to be pretty much one of a kind. The environment and the components -- the city, school, and participants -- give individual characteristics to each situation. What works in one school may work much better -- or not at all -- in another school.

2. A company should examine its own motives, goals, and resources before declaring its commitments to a partnership. Others may take such commitments literally, or stretch them or misunderstand them. Without a rather full knowledge of the situation, it is hard for people from industry to make a clear statement of reasonable and feasible commitments.

3. Companies interested in a partnership also should study what initial commitments other participants ought to make. A one-sided partnership probably will not accomplish much.

4. At the outset the parties often do not seem to realize that they are entering a long process of friendly negotiation. Sometimes they do not identify all of the parties to the negotiations until much later.

5. The survival of a partnership may depend upon opportunities for participation by representatives of all of the groups who feel they have vital interests at stake in the school. These include students, teachers, parents, and community groups, as well as school administrators and business leaders.

6. Risks multiply in a partnership when there is suspicion that "outsiders" have promulgated plans calling for changes in an urban school. Partnership plans should evolve from a cooperative effort in which the whole school community participates from the outset.

7. Since all participants do not start with the same goals and perceptions, there appears to be an urgent need, so far unrecognized in most of the partnerships, to try to spell out common objectives. Before a partnership can get very far it will have to tackle the need for specific objectives which can be translated into plans, procedures, and timetables.

8. Publicity at the start of a partnership is risky. Premature announcements may cause many people interested in the school to feel that they were not consulted. The project should be described as exploratory and experimental until there are some concrete achievements to report.

9. The survival of the partnerships probably will depend upon the results they produce, and a convincing show of results will depend upon getting together a sound plan for evaluation right at the start of the program.

10. Instant innovation is unlikely in partnerships, as it is in any other social enterprise. Educators often don't know which resources under their control might prove most useful to a school. New kinds of cooperation have to be invented.

11. Fresh opportunities for partnership to perform with effectiveness may come along slowly through the participants' working together and getting to know each other.

12. A useful test of proposed activities for a partnership is whether they sound "educational" or "charitable." Those with the latter sound are suspect.

13. The sheer presence of people from industry in partnership schools, and the presence of students and teachers in offices and plants, may have much more influence on attitudes and motivation of students than the financial contributions of the corporations.

14. Many people in industry and other citizens are learning that the deep difficulties faced by public school systems in the cities are not "problems" which can be "solved" like sums in arithmetic.

15. Progress which can be expected from partnerships is likely to come slowly. Partnerships may be more productive if they are understood in the beginning to be slow-moving, complicated, risky and expensive.

16. Most of the participants in partnerships seem to recognize that the cities and the schools are living through an era of swift and radical change. By comparison to their counterparts of five years ago, the participants appear to have an advanced understanding of the processes which they are trying to improve.

APPENDIX

SUMMARY OF PROJECTS IN 30 PARTNERSHIPS

The summary that follows does not include all of the projects initiated so far in the partnership movement, but most of the important ones are shown. For the reader's convenience they are grouped under topical headings.

Many of the activities noted are under way in more than one partnership, and several are taking place in a dozen or more places. A few projects in the planning stage have been included to illustrate probable directions for partnership programs, at least in some of the newer ventures.

Work Study

1. Cooperative programs on a larger than customary scale place increasing emphasis on intensive training in "readily marketable skills," and on close consultation between students and company advisers.

2. Business people visit the school periodically to assist in job orientation and career development, trying meanwhile to get better understanding themselves of the school environment and the needs of the school. Also, students visit plants for supervised work and job orientation.

3. New training courses prepare students for entry-level jobs leading to careers in such fields as banking, electronics, merchandising, insurance, utilities, communications, and aerospace.

Job Placement and Career Guidance

1. Job placement services at the school are operated or assisted by business specialists. Jobs usually encompass part-time, summer, and full-time work for present and former students.

2. Employment readiness courses are taught at school by company personnel. Instruction is given in applying for jobs, taking tests, interviewing, grooming and successful on-job behavior. On-the-job counselling is provided to encourage students to continue education and skills development.

3. Counselling and follow-up programs accompany job placement services with cooperation of participating companies and industries.

4. Training centers for specific jobs are operated by business people.

5. Special consideration is given to applications of students for summer job programs based upon the understanding that students will return to school in the fall.

6. Qualified business people serve in the school as career advisers to orient and prepare students for jobs and inform them as to employment opportunities.

7. Minority group employees give talks at school to try to motivate young people to stay in school, with emphasis on such things as the relationship between school subjects and job requirements, and the importance of a diploma in getting a good job.

8. Special summer programs for students try to accelerate learning in vocational, commercial, and science studies.

Curriculum - Basic Skills Training and Remedial Education

1. Optional in-service training for faculty in remedial techniques.

2. Investigation and evaluation of new remedial programs taking place in industry and other schools.

3. Development of a reward system for net progress in student achievement.

4. Employment of remedial specialists from universities as consultants to school staff.

5. Visual and hearing examinations for remedial students.

6. Exchange program between industry and school personnel to provide stimulation and exposure to new ideas, methods, and materials.

7. Development of a program for training and use of paraprofessionals as remedial instructors.

8. Sponsorship of remedial education courses through employment of teachers from the school for the summer.

Curriculum - Development and Expansion

1. Development and trial of courses to help prepare students for taking College Boards and other standardized tests.

2. Design of courses offering creative opportunities in experimental use of media (cinema, sound, etc.).

3. Providing school authorities with information on minimum basic educational needs of business so as to assist the school in making courses more relevant to the job market.

4. Special training at company locations for under-achievers with high potential in a particular subject. An interest in journalism, for example, might be further developed in a public relations department.

5. Qualified employees of business concerns are teaching vocational courses in electronics, auto mechanics, data processing, and engineering. They also provide assistance in commercial art, photography, publishing, speech improvement, graphic arts,and language. Employees with highly specialized experience in mathematics and advanced science may be used to relate high school subjects to practical applications in industry.

6. Design of courses and units by educators and business people jointly in subject areas where industrial expertise applies.

7. Use of course materials developed by industry as programmed instruction units on basics of electricity.

8. Courses prepared and taught by distaff representatives of corporations on posture, fashion, cosmetics, grooming, and speech.

Curriculum - Revision and Re-evaluation

1. A study to re-evaluate the school curriculum using relevance to personal development and future employment as criteria.

2. A study to determine the feasibility of an ungraded program and a single diploma system.

3. Design, collection, and analysis of personnel specifications from industry as a guide to revision of course content in such areas as mathematics and data processing.

Administrative and Supportive Services

1. A study of administrative procedures and red tape within the school conducted by business people in the interests of increased efficiency.

2. A study of opportunities for obtaining financial support for special school programs from federal, state, and other outside agencies.

3. A task force of business specialists to instruct principals in employee relations, financial administration, and clerical training.

4. On released time business employees assist teachers with non-teaching chores such as attendance, discipline, correcting papers.

5. Legal staff of a company contributes services to the school system.

Community Relations

1. An attempt to design more effective communication channels within the school and between the school and the community.

2. Establishment of a community center within the school to offer recreation, information, and education for people of all ages.

3. Business volunteers and school staff conduct remedial education and vocational courses for parents at the school on nights and weekends.

4. Provision of adult basic education courses and GED preparation as well as courses in consumer education, nutrition, and sewing.

5. Expansion of a achool-community liaison program.

6. Company and students launch clean-up and beautification campaign in an inner-city neighborhood.

7. Company helps to organize or strengthen a PTA. Assistance given in fund-raising, membership drive and school open-houses.

Facilities

1. A study of space use and allocation at the school conducted by specialists from industry and central school administration. Exploration of ways to obtain additional permanent and temporary facilities without long delay, including recommendations for more efficient use of existing space, rental and conversion of nearby commercial and residential structures for use as annexes.

2. Analysis and recommendations by business people for layout revisions in a school building, concentrating on shops, science and commerce classrooms. Providing assistance in the form of materials, recommending equipment that can be purchased at reduced cost through the sponsoring company. Providing or recommending other kinds of assistance such as fire and safety surveys.

3. Donation of a building to the school system to house a special learning center for a junior high school.

4. Aid in renovation of school buildings.

5. The provision of additional recreation facilities.

Health Services with Emphasis on Drug Problems

1. Professional consultants to assist in exploration and analysis of new approaches to prevention of drug abuse. Possible development of a new curriculum involving teachers, parents, and whole community.

2. Physical exams for all students upon entrance into the 9th and 10th grades, including transfers.

3. Administration of visual and hearing examinations.

4. A student-operated advertising agency to produce tapes, films, posters, and other materials to inform school and community about the realities of drug dependency and addiction.

Interaction Between Business and School Personnel

1. Exhibits, talks, demonstrations and films,help businessmen inform students about career opportunities.

2. Tours and demonstrations of company facilities and equipment for students and faculty.

3. Employment of teachers and guidance counselors in summer jobs at company locations to provide first-hand knowledge of the business world.

4. On-the-job training for student secretaries.

5. Special workshops during the year for teachers, students, guidance counselors and parents to try to show relevance of school courses to earning power and advancement in future careers.

6. Business volunteers tutor students at the school on a one-to-one basis. Orientation and in-service training provided for the tutors. Released time for employees seems to make for effective scheduling.

7. Company volunteers recruit dropouts as prospective consultants. Aim is to encourage them to return to school and become qualified counselors for other prospective dropouts.

Material and Financial Resources

1. Provision of teletraining units, films, tapes, projectors, screens, slides, recorders, closed circuit television,and other equipment and materials.

2. Sponsorship of student businesses.

3. Establishment of an intramural sports program with provision of equipment and coaches or supervisors.

4. Funds and consultants for experimental programs in reading, teaching, motivating, and counselling. Pilot programs are conceived by educators and implemented by the company.

5. Hot breakfasts are provided for students.

6. Scholarship fund for selected students to go on to higher education. Up-to-date information for school authorities on private and public sources of financial assistance. Special fund to grant loans to students for worthwhile personal reasons.

7. Awards for achievement in academic and extra-curricula activities.

8. Company facilities used for dramatic and musical performances and art displays.

9. Sponsorship of tours to cultural centers and visits by performing artists to the school.

10. Arrangements for alumni of nearby colleges to take students for campus visits.

11. Design and production of student identification cards.

12. School nurses visit business infirmaries to seek ideas for school health programs.

13. Transportation to colleges and universities for students who cannot afford the expense of travel for admissions interviews.

14. Providing the school system with a computer time-sharing system.

15. Use of company planes to fly principals and school superintendents to other cities to investigate educational programs possibly adaptable to their own school.

16. Assistance in planning for one or more days each year when representatives of local municipal agencies (police, fire, sanitation, health, etc.) and civic organizations are invited to the school to meet with students.

Partnership Evaluation

1. The preparation and implementation of a plan for evaluation of the project.

2. Seminars on planning and evaluation to provide continuing discussion between schools, and businesses for exchange of ideas, data, and plans.

CATALOG OF COMPANIES AND SCHOOLS

City	Company	School
Albany, N. Y.	New York Telephone Company	Giffen Memorial School
Atlanta, Ga.	Southern Bell Telephone Company	Howard High School
Cambridge, Mass.	Polaroid Corp.	Rindge Technical High School
Charleston, S. C.	Southern Bell	Charles A. Brown High School
Charolette, N. C.	Southern Bell	Second Ward High School
Chicago, Ill.	Illinois Bell	Crane High School Simeon High School Goudy Elementary School
	Quaker Oats Co.	David Glasgow Farragut Sr. High School
Cincinnati, Ohio	Proctor & Gamble General Electric Ford Avco Cincinnati Mirror Avon Products Philip Cary	Lincoln Heights City High School and Elementary School
Detroit, Michigan	Michigan Bell Telephone Company	Northern High School
	Chrysler Institute Boron Oil Co.	Northwestern High School Northwestern High School
Hartford, Conn.	Aetna Life & Casualty	Weaver High School
Jacksonville, Fla.	Southern Bell	New Stanton Sr. High School
Los Angeles, Calif.	Urban Coalition	Several High Schools
Miami, Fla.	Southern Bell	Northwestern Sr. High School
Milwaukee, Wisc.	Wisconsin Telephone Co.	Lincoln Sr. & Jr. High Schools
Minneapolis, Minn.	Honeywell, Inc.	Central Sr. High School Bryant Jr. High School
	General Mills	Lincoln Jr. High School

CATALOG OF COMPANIES AND SCHOOLS

City	Company	School
Newark, N. J.	New Jersey Bell Telephone	Central High School
New Orleans, La.	Southern Bell	McDonogh #35 High School
New York, N. Y.	Economic Development Council of New York City	Brandeis High School Monroe High School
Oakland, Calif.	Kaiser Industries	Frick Jr. High School McClymonds High School
Philadelphia, Pa.	Boeing-Vertol Div.	Simon Gratz High School
Pittsburgh, Pa.	The Bell Telephone Company of Pennsylvania	Fifth Avenue High School
St. Louis, Mo.	Southwestern Bell	McKinley High School
San Jose, Calif.	Pacific Telephone Co.	William C. Overfelt High School
Wilmington, Dela.	E. I. du Pont de Nemours & Co.	Bayard School (changing from a Jr. High to a Middle School)

A COMPANY'S AGREEMENT WITH A SCHOOL BOARD (CHRYSLER-DETROIT)

Recommended Industry-Education Cooperative Proposal

for

Chrysler Corporation and Northwestern High School

Objectives

The proposal of the Chrysler Corporation is intended to develop between Northwestern High School and the Chrysler Corporation a relationship of mutual cooperation wherein the competencies and resources of both would combine to provide a broader and deeper educational program for the students at Northwestern.

Chrysler's industrial facility and personnel can offer possibilities to expand the educational offerings at Northwestern so that the following objectives might be achieved more effectively:

1. Additional cooperation and work experiences in office and industrial skills.

2. Employment and job application guidance and training.

3. Provision of specialists to inform students of the nature of the world of work and the preparations required to be successful in it.

4. Special classes and seminars to develop the specialized skills required by industry particularly for apprenticeship programs.

5. Implementation of specialized programs by providing equipment which would enhance the training of students in these programs.

6. Establishment of employment services to directly assist Northwestern students in gaining employment after graduation.

Recommendations

Following is a list of proposed recommendations which Chrysler Corporation might undertake in behalf of Northwestern High School:

1. Make available for consultation and advice, appropriate specialists to work with Northwestern faculty members to review and advise on curriculum content as requested. This could involve such areas as chemistry, physics, mathematics, auto mechanics, metal shop, drafting, typing, etc.

2. Make the fullest possible use of Northwestern co-op students in typing, filing, auto mechanics, etc. to provide modest work experience wherever Chrysler vacancies can be converted into co-op placement opportunities.

3. Maintain a Chrysler Corporation "Interviewing-Employment" service at Northwestern to the extent necessary to ---

   a) Interview and place all recent Northwestern graduates who are unemployed or refer them to other appropriate employers through the C.D.C. - New Detroit Placement functions.

   b) Provide an "in-house" experience for students to learn to cope with application forms, tests, interview procedures, etc., or to make actual applications for work as they approach graduation.

   c) Make available a continuing source of information on job availability and job requirements for counselors, teachers and students as needed.

4. Recruit the volunteer services of about 200 interested supervisory and professional personnel who would donate one hour per week to counsel with students designated as potential drop-outs concerning the realities of the world of work and the values of good education and dependable work habits. This would pre-suppose one or two sessions with Chrysler volunteers to discuss counselling techniques and close coordination with Northwestern administration.

5. Provide Chrysler Corporation personnel to serve as guest lecturers before student groups as a part of normal school activities. This could run the gamut from a research engineer lecturing on applications of new technology before classes in chemistry and physics to a current Chrysler apprentice talking to a male student group about the qualifications for and broad range of opportunity in automotive skilled trades.

6. While opportunities for summer work experience are restricted by law in machine shop type industries, a limited number of work-training type experiences could be made available, subject to Chrysler Corporation's ability to provide an appropriate Training Subsidiary to ---

   a) Conduct two 6-weeks sessions (25 students per session) on auto mechanics for youths between their junior and senior years.

   b) Conduct two similar sessions for interested youths to coach them in subjects which would assist them to pass an apprenticeship qualifying test upon graduation. This approach aims at increasing the number of youths who could qualify for an apprentice training program in conjunction with a junior college in the area, and would enable the student to earn 47 of the 60 credits needed to complete the junior college associate degree program. Beyond that, the Chrysler Corporation's Tuition Refund Plan would finance any additional college course work leading to a degree in a job related field of study. Opportunities for in-service training and the tuition refund provision would be available to girls as well as boys who become Chrysler Corporation employees.

7. Donate to Northwestern specialized type of surplus equipment available to the Corporation which would support teaching programs in the school.

8. Work cooperatively with Northwestern faculty and administration in the testing and application of teaching techniques utilized within Chrysler Corporation as they may have application in the Northwestern program.

The administration of the above recommendations, subject to the approval of the Detroit Board of Education, would be coordinated through the Chrysler Institute of Engineering and Related Academic Affairs Department of Chrysler Institute.

Concluding Statement

The Chrysler proposal gives substance to industry's commitment to the community and to the education of young people in particular. The proposed services will supplement Northwestern's efforts to help students to perceive the relationship between what happens in school and what awaits them in our complex technological society. There is every reason to anticipate that this joint effort will result in higher aspirations and achievement among Northwestern students.

James H. Monroe High School
New York, N. Y.

A PARTNERSHIP PLAN

General purposes: to improve the motivation and confidence of all students and to assist them in acquiring realistic aspirations, a sense of belonging, and the desire and means for productive participation in school and society.

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
I. Overcrowded facilities: about 4,900 students in buildings designed for 2,600 students. The planning group considered this to be the foremost problem of the school, and they recognized that long range solutions and funding responsibility rest with the Board of Education.	I. To locate feasible ways to relieve overcrowding; to investigate alternatives without delay; to assist in preparing sound recommendations and requests to the Board of Education; and to obtain reliable advice promptly on best uses of present facilities.	I. A study of space use and allocation at Monroe conducted by specialists from industry and central school administration. The study will explore both short-range and long-range alternatives leading to additional permanent and temporary facilities and will recommend actions relating to: 1) more efficient use of existing space 2) rental and conversion of nearby residential structures or other properties suitable for use as an annex a) Board of Education as lessee or b) EDC as lessee 3) lease or purchases of prefabricated and other moveable structures 4) installation of partitions and other facilities to provide office space as may be needed for EDC representatives on premises	I. Specialists from industry and the Central School Administration will work under the general supervision of the principal. The principal will arrange liaison and access to school and community groups Dr. Helene Lloyd will provide liaison to Central School Administration	I. Interior planning, May and June, 1969 (4 weeks) Additional facilities survey, June, 1969 (2 weeks) 4) Installation July, 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
II. Many students feel that school is irrelevant to their present and future lives. They are unfamiliar with the people and institutions of commerce and industry. Often their aspirations are unrealistic or unrelated to productive vocations. Their first experiences with trying to get a job and on the job may influence their motivation in school as well as their vocational choices and performance.	II. To initiate a program committing one or more corporations to assist in the education and careers of many students, that is: A. To place representatives from industry in the school and in contact with students on a daily, full-time basis B. To broaden mutual understanding by exchanging instructors between industry and Monroe C. To make equipment and facilities of the corporations available to students for instructional purposes D. To provide aid in job finding E. To assist in basic skills training (reading and arithmetic) F. To provide counseling to parents and students concerning career opportunities G. To provide opportunities for job training in business settings	II, A. Work-Placement Bureau Expand present employment, placement, and job-retention services at Monroe: 1) for present and former students 2) provide instruction in applying for jobs, taking tests, interviewing, and successful on-job behavior; provide on-going counseling to encourage continuing education and skills development 3) placement aid will encompass part-time, summer, and full-time work B. Work-Study Expand present cooperative arrangements to provide enlarged and improved work-study programs. 1) program to be related to job placement effort and to education needed for future advancement 2) numerous companies should be involved 3) planning should assume end-to-end school scheduling and give consideration to week-in and week-out schedules 4) work-study enrollment to increase from present level of 200 by substantial increments each semester toward a goal of at least 750 students in the program 5) work-study should offer intensive training in readily marketable skills for those students who will profit most from such training	II, A. EDC EDC representatives to be under Mr. Dombrow's general supervision in order to assure collaboration with present efforts and staff B. EDC	II, A. Begins August, 1969 B. Begins August, 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
		C. Basic Skills Training Expand present remedial program in basic skills along the following lines: 1) in-service training as needed or desired by the faculty in the remedial techniques of teaching basic skills 2) investigation of new remedial techniques used by industry and schools for possible expansion of present remedial program 3) reward systems for net progress in student achievement 4) retention of remedial specialists from universities as advisers to the program as desired by the faculty 5) administration of visual and hearing exams to entering 9th graders with retarded skills 6) investigation of an intensive remedial skills program for the most severely retarded 9th graders 7) exchange program for industry and school personnel providing mutual stimulation and exposure to new ideas, methods, and materials for instruction in the basic skills 8) investigation of the need for periodic training of paraprofes-sionals used as remedial instructors	C. EDC	C. Begins August, 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
III. Improvement is needed in common understanding and cooperation among parent groups, community groups, faculty, students, local and Central School Administration and cooperating corporations.	III. To establish a more effective flow of information among parents, community, students, and school and to unite these four groups in more active participation in school affairs.	III, A. To provide means for establishing a flow of information, as by publications to inform parents and the community of events taking place at Monroe	III, A. EDC, School, and Community	III. Begin September, 1969
		B. To establish a Community Center within the school to offer recreation, information, and education for citizens of all ages	B. School, Community, and EDC	
		C. To expand the program of school/community liaisons and/or aides	C. School and Community	
		D. To explore ways of setting up effective communication channels within the school and between the school and community	D. EDC, School, Community, and Central Board	D. June, 1969
IV. There is a need for more time for educational and training activities for the teaching staff, and for improvement in the organizational efficiency of the school, as for example, in procedures for handling school funds and in exploring opportunities for special program support from Federal, State, and other sources.	IV, A. Find ways to reduce the red tape in school administration	IV, A. A study of Monroe to advise the administration and faculty on problems related to organization, paper work, and red tape. The study should make specific recommendations and should anticipate the means for placing such recommendations in effect	IV, A. EDC	IV, A. Follow up, September, 1969
	B. Application of industries' knowledge of fiscal matter to simplify and improve money management at Monroe, including a continuing search for Federal and State funds for school programs	B. A study of the handling of funds at Monroe with recommendations for improved control procedures	B. EDC	B. June, 1969
		C. A study of opportunities for obtaining Federal, State, and other outside support for special programs at Monroe with special recommendation of procedures for seeking such support	C. EDC	C. Summer of 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
V. Widespread use of drugs by students of all ages and both sexes. This condition runs counter to the school's objectives and negates the effectiveness of every program in the school.	V. Decrease drug usage.	V, A. To find additional means by which Monroe can discourage the use of "hard" drugs--a problem shared with many other schools and cities regardless of ethnic, racial, economic, religious, or achievement level of students. Actions to be taken should include studies of experiences of other schools and cities, use of street-workers programs, and new approaches resulting from studies under way at research institutions, hospitals, and other agencies. Close cooperation with parents and the community should be established in this program. The resources of private foundations, as well as the city, state, and federal governments should be explored.	V, A. EDC, Community, and School	V, A. Begins June, 1969
		B. A student-run ad agency and courses or programs in film and tape production to provide information on the dangers of narcotics to students, parents and the community. With backing from EDC, such a communications program could also draw on the resources of medical authorities, the school system, the police department and the communications media.	B. EDC and School	B. Begins September, 1969
		C. Physical exams for all students upon entrance into 9th and 10th grades, including transfers.	C. EDC and Board of Education	C. Begins September, 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
VI. Aside from special programs, Monroe has only one guidance counselor for every 1,800 students. Many parents cannot come to school during the day to see guidance counselors.	VI. Increase the availability of counseling services for students, parents, and dropouts.	VI, A. Keep the College Counseling and Guidance Office open two or three evenings a week and/or Saturdays B. Establish a Guidance Center in which all counseling personnel and facilities are brought together in a central location	VI, A. School and Board of Education B. School and Board of Education	VI. Begins September, 1969
VII. How can the school respond to the changing needs of students and society? How can it maintain relevance between the curriculum and the lives of students outside school and after graduation?	VII, A.+B. To conduct studies of the short-range and long-range curriculum needs of students, bearing in mind: 1) the importance of strengthening and expanding the knowledge and sensitivity of students, faculty, and parents concerning the variety of cultures in the U. S. 2) the need for providing for student involvement on a continuing basis in curriculum formation and evaluation 3) the obligation to prepare students for responsible citizenship 4) the potentials for participation by students in the cultural opportunities of New York City	VII, A. Short-range curriculum projects: 1) To design and conduct training courses in test-taking skills to prepare students for SAT's and other standardized testing experiences 2) To design and install new courses offering creative opportunities in media such as cinema and sound production 3) To institute orientation sessions for new teachers and orientation to prepare staff and students for new programs including partnership projects 4) To design and install a program calling for students to tutor on another	VII, A. Faculty, students, and administration 3) Mr. Dombrow	VII, A. Continuing through 1969-70 3) June and September, 1969

PROBLEM	OBJECTIVE	PROJECT	ACCOUNTABILITY	TIME INTERVAL
		B. Long-range curriculum projects: 1) A study to reevaluate the curriculum in terms of relevance to personal development and future employment 2) A study of the installation of an ungraded program at Monroe 3) A study of a single diploma system for Monroe 4) Continued study of a plan for "schools within the school" 5) A study of the means to discontinue the administration of Regents Exams	B. Faculty, students, and administration	B. Continuing through 1969-1970
VIII. Long-range evaluation will be required to determine whether the partnership program leads to significant changes in Monroe High School. In order to detect and measure such changes, a scheme for evaluation should be designed and initiated at the outset of the program.	VIII. To obtain reliable evidence at reasonable cost as to the consequences of the Partnership Program.	VIII. To prepare a general design for evaluation of the program and initiate preliminary procedures.	VIII. EDC, under Mr. Dombrow's direction and with assistance from all groups.	VIII. Begin May-June, 1969

A. Specific project ideas were not listed by the Monroe sub-committe participants to correspond to the following objectives:

1. Find new opportunities for greater interaction within and among different groups (student-student, student-faculty, faculty-faculty)

2. Provide for the extension of extracurricular programs (see V, B.)

3. Strengthening school security

4. Assist teachers in getting a better understanding of students' potentials

B. The following project idea was not cited in the priorities listing and therefore is not included in this outline:

1. Establish a "Wild Idea Center" to foster and channel creativity and imagination

C. The following general and pervasive objectives are not matched to specific projects. Instead they are summarized as general purposes for the plan:

1. Lower the dropout rate

2. Raise motivation, morale, and aspiration of students

3. Improve the students' sense of belonging and participation in school and society

4. Develop confidence of the individual student in his ability to modify his own environment

METHODS OF THE STUDY

Data were gathered in the study by means of a questionnaire (see p.55), observation, and two kinds of interviews.

Open-ended, discursive interviews based upon a brief interview guide (see p.54) were used during the period January-June, 1969. In July and August questionnaires were administered by mail and telephone, and in the latter method respondents were encouraged to volunteer additional information. Responses to the questionnaire were obtained from representatives of 30 partnerships.

IED's staff gained information in face-to-face meetings with key individuals in 22 of the 32 partnerships identified during the above period. Telephone interviews were used for contacts with key business representatives in ten of the remaining partnerships.

Members of IED's staff observed nine partnerships through personal visits. A total of 52 interviews were conducted with principals, faculty, students, and company representatives. Interactions between such participants and leaders of parent and community groups, a total of 65 persons, were observed on frequent occasions in two partnership schools in New York City.

INTERVIEW GUIDE, JANUARY-JUNE, 1969

1. Who proposed the idea for your "partnership" project?
   (Person, title, firm or institution and circumstances.)

2. Describe first contacts between partners.
   (Who, where, when, what, why?)

3. How was the school selected?
   (Criteria, number of schools considered, participants in selection.)

4. When and how were commitments exchanged between partners?
   (After planning and budgeting? Kinds of commitments?)

5. When and how were community leaders consulted?
   (How many? Who are they - by role? Who identified or selected them? How did the leaders participate in planning of the project?)

6. What are the pitfalls in the early stages of a partnership?

7. How can they be avoided?

8. What factors are most important to the success of a partnership?

9. If you had to begin again, what would you do differently?

10. What have been the reactions or responses (if any) from students? Teachers? Parents? Community leaders? News media? Others?

11. How do you intend to measure the relative success of your project?

QUESTIONNAIRE USED IN SURVEY, JULY-AUGUST, 1969

July 15, 1969

1) Name of company

2) Key person at company for more information

3) Address

4) Telephone No.

5) Name of School

6) Principal

7) Address

8) Telephone No.

9) Number of students

10) Ethnic ratios of student body

11) In your opinion is this a "ghetto" school?

12) Kind of high school: Vocational____ Academic ____

Comprehensive____

13) What department in company has main responsibility for partnership?

14) Does the company have a full time person coordinating the program?

15) If not, what percentage of his time does the coordinator devote to the program?

16) Has the principal assigned a member of his staff to assist in directing the partnership?

17) Full time?

18) Who proposed the partnership: A businessman? ____
An educator? ____

19) What was the response of the other side to the idea?
Enthusiastic___ Affirmative___ Moderately interested___
Reluctant___

20) On what date was the partnership announced?

21) Can you provide IED with:

a. Copies of speeches or public statements on the partnership, clippings of news coverage in local press or company newspaper? ____

b. A written agreement, if any, between company and Board of Education or school superintendent? ____

c. A written statement of common objectives between partners?____ Have objectives been agreed upon?____

22) Does your partnership have an evaluation plan? ____

23) Does any company representative have a desk or office space in school?

24) Are representatives of the company in direct contact with teachers in connection with the partnership? ____

25) With students? ____

26) With parents or community groups? ____

27) Do you feel your company is actually participating in the <u>educational</u> activities of the school? ____

28) How long do you expect your company's commitment to last? ____

29) Does your company have plans for expanding the program?

30) Do you feel that the school administration gives weight to your suggestions, and/or to those of other non-educators?

31) What do you feel are the important partnership projects?

a.

b.

c.

32) What have been the chief difficulties encountered so far, if any, in the partnership?

Additional copies may be obtained from the Institute for Educational Development, 52 Vanderbilt Avenue, New York, N. Y., 10017. (212) 686-8910. A minimum handling charge of $1. will be charged per copy. Payment should be enclosed with the order.

Industry and Education Study No. 1/ New Haven, "Business Methods in Reorganizing Administration of an Urban School System," is available at the same rates.